**Program Design**

**Objectives**
what the instructors are responsible to do

**Outputs**
what the students are responsible to do

**Outcomes**
the overall impact of the program

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**Learning Outcomes**

- **Learning outcomes** explain the deeper learning that the course/program intends to produce – the overall impact of the course/program.

- The outcomes define the attitudes and abilities that *should* result from the learning but are not necessarily measurable, especially in the short term.
IDENTIFY STUDENT LEARNING OUTCOMES

You’re at the mall and run into a student who graduate as a department major five years ago. As the student looks at you and remembers the her time in the program, what would you like to have running through the student’s mind at that moment?

How would you want to her to end the following sentence? “The program was so great; as a major I learned ___________.

IDENTIFY STUDENT LEARNING OUTCOMES

• What big questions will the program help students answer, or what skills, abilities, or qualities will it help them develop, and how it encourage student’s interest in these questions and abilities?

• What reasoning abilities must students have or develop to answer the questions the program raises?

• What mental models are students likely to bring with them that will challenge? How can the program help them construct that intellectual challenge?

(Adapted from Bain 2004:50-51)

Degree Level Expectations

• Appendix 1: Ontario Council of Academic Vice-presidents’ Undergraduate and Graduate Degree Level Expectations
  • Baccalaureate/bachelor’s degree
  • Baccalaureate/bachelor’s degree: honours
  • Master’s degree
  • Doctoral degree
• Six categories:
  1. Depth and breadth of knowledge
  2. Research and scholarship
  3. Level of application of knowledge
  4. Professional capacity/autonomy
  5. Level of communications skills
  6. Awareness of limits of knowledge
• These are their general categories for the “outcomes” [= DLEs]

• QUQAP §1.2 – “List the Objectives of the Program (or Programs) and specify the anticipated learning outcomes and career paths [Refer to Graduate Degree Learning Outcomes GDLE, page 34 of QUQAPs]”
  • Categorize the program learning outcomes according to the six categories – the deeper learning that the program intends to produce

• Appendix 1: Ontario Council of Academic Vice-presidents’ Undergraduate and Graduate Degree Level Expectations
  • Baccalaureate/bachelor’s degree
  • Baccalaureate/bachelor’s degree: honours
  • Master’s degree
  • Doctoral degree
  • “This degree is awarded to student who have demonstrated the following:”
M.T.S. Degree  This degree is awarded to students who demonstrate:

<table>
<thead>
<tr>
<th>Deep and breadth of knowledge</th>
<th>a thorough understanding of a substantial body of knowledge that is at the forefront of the discipline of theological studies and ancillary disciplines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and scholarship</td>
<td>critical thinking skills and comprehension of techniques of research and inquiry used in the relevant theological sub-disciplines of biblical studies, history, theology, ethics, and pastoral theology; integration of learning across the various theological sub-disciplines; critical evaluation of complex issues and arguments with current research and scholarship of the discipline; the development and support of a sustained argument in written form.</td>
</tr>
<tr>
<td>Level of application and knowledge</td>
<td>experience in the integration of learning and application of ideas and theories to old and new questions and problems in theological studies.</td>
</tr>
<tr>
<td>Professional capacity / autonomy</td>
<td>critical thinking, independent inquiry, and rational argumentation; ethical behavior consistent with academic integrity and appropriate for the responsible conduct of research.</td>
</tr>
<tr>
<td>Level of communication skills</td>
<td>the ability to communicate ideas, issues, and conclusions clearly.</td>
</tr>
<tr>
<td>Assessments of limits of knowledge</td>
<td>an awareness of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</td>
</tr>
</tbody>
</table>

### Student Outputs

- **Student outputs** delineate what the student is responsible to do in the course/program, including the nature of the work that will be required for assessment.

- Most often, these are the graded assignments in courses or summative pieces such as a major research essay or a thesis.

### Student outputs must be “SMART”

- **Specific**: expressed clearly and singularly
- **Measurable**: ideally in quantitative terms
- **Acceptable**: to stakeholders
- **Realistic**: in terms of achievement
- **Time-bound**: a timeframe is stated
Degree Level Expectations

- **QUQAP §4.1 – “Degree Level Expectations (DLE) – In Table 3 below, summarize how the Program’s structure and requirements address each DLE listed as well as any additional program-specific DLEs (Refer to Graduate Degree Learning Outcomes GDLE, page 34 of QUQAPs for more information about graduate DLEs).”**

- Categorize the student outputs in the program according to the six categories – the nature of the work that will be assessed.

<table>
<thead>
<tr>
<th>DLE</th>
<th>Learning Outcome</th>
<th>Academic Requirements</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth and breadth of knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research &amp; scholarship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bloom’s Taxonomy (revised)**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
<th>Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retrieve</td>
<td>Knowledge</td>
<td>Comprehension</td>
<td>Application</td>
<td>Analysis</td>
<td>Synthesis</td>
<td>Evaluation</td>
<td>Creation</td>
</tr>
<tr>
<td>Recall</td>
<td>Comprehension</td>
<td>Application</td>
<td>Analysis</td>
<td>Synthesis</td>
<td>Evaluation</td>
<td>Creation</td>
<td></td>
</tr>
<tr>
<td>Comprehend</td>
<td>Application</td>
<td>Analysis</td>
<td>Synthesis</td>
<td>Evaluation</td>
<td>Creation</td>
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<tr>
<td>Understand</td>
<td>Analysis</td>
<td>Synthesis</td>
<td>Evaluation</td>
<td>Creation</td>
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<td></td>
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<tr>
<td>Apply</td>
<td>Synthesis</td>
<td>Evaluation</td>
<td>Creation</td>
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<tr>
<td>Analyze</td>
<td>Evaluation</td>
<td>Creation</td>
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<tr>
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<td>Create</td>
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</table>
Course Objectives

- Course objectives explain what the faculty is responsible to do in the course/program. Such input should be linked to one's teaching philosophy and is manifest in one's teaching style.
- Should be listed on course syllabi and linked to the outputs/outcomes of the course, which should be linked to the outputs/outcomes of the program.